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The Alaska State Department of Education's position paper on the size and type of secondary schools needed for Alaska's rural youth includes a revision of the existing Rural School Plan, an overview of areas where educational opportunities are presently available for high school-age students in Alaska, and a discussion of potential areas where secondary opportunities should be made available. Three kinds of secondary schools are considered: (1) minimal secondary schools; (2) area secondary schools; and (3) comprehensive regional high schools. Proposed recommendations for rural high school research, planning, and implementation for a 2-year period, 1967-69, are included. Statistical data are presented to add significance to the narrative. A related document is RC 002 080. (SW)

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State of Alaska
DEPARTMENT OF EDUCATION

March 7, 1967

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POSITION PAPER
ON
TRAINING CORPORATION OF AMERICA
AND
SECONDARY EDUCATION FOR ALASKA'S RURAL YOUTH

The Department of Education is in general agreement with the major concepts developed in the Training Corporation of America report but would take issue with the immediate implementation of the total program, timing for other locations, ultimate size of some of the schools, and the absence of provisions for kinds of high schools other than the regional high school. It is our belief that the dormitory concept needs additional study and research as to size and type.

The purpose of this report is to revise the existing Rural School Plan as well as to present an up-date overview of the areas where educational opportunities are available for the high school age student in Alaska (grades 9--12) and the potential areas where secondary opportunities should be available. If additional educational opportunities are to be offered at the secondary level in local areas, three kinds of secondary schools should be available.

This report is broken into four major parts: Revision of Rural School Plan; Location of Present High Schools Serving Alaska Youth; Potential Secondary Centers; and Recommendations for a Two-Year Period, 1967--69.

Much of the information appearing in this digest has come from a Department publication, An Overall Education Plan for Rural Alaska; information supplied by the Bureau of Indian Affairs (especially a letter by Mr. Morken, dated March 8, 1966); statistics in the Department of Education, and previous staff work; and the Training Corporation of America report. It should be emphasized at this point that this report is not intended to replace or revise the philosophy, general policy, or memorandums of agreement between the State and the Bureau of Indian Affairs, all of which appear in the Official State Plan, revised February 23, 1966, and is titled: An Overall Education Plan for Rural Alaska.

RC002508

I. REVISION OF AN OVERALL EDUCATION PLAN FOR RURAL ALASKA.

There is no general statement of philosophy in the present Rural School Plan, or concise and specific goals for State-operated schools. The following goals and objectives are to become a part of the plan, providing the general direction for program facility and curriculum development.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Statement of Philosophy for State-Operated Schools State of Alaska

Our democratic way of life is founded upon the ability of people to govern themselves through representative government, a recognition of the dignity and integrity of the individual, and a great spiritual heritage.

The Constitution of the State of Alaska, Article VII, states: "The legislature shall by general law establish and maintain a system of public schools open to all children of the state. . . ." To accomplish this challenge in a sparsely populated state the size of Alaska, a variety of public schools must be established to meet the needs of students living in villages, small towns, and large urban communities. In stating the responsibility of the school, one must not overlook the function of the home, where manners, standards of morality, and loyalties are first taught, and basic attitudes are largely molded. The role of the church and other educative agencies within the community in the development of moral, spiritual, and ethical values must be recognized.

Goals

In the practical application by this philosophy, opportunities shall be provided each student to the maximum of his capacity.

A. To learn to think critically and act effectively through the mastery of the basic skills, knowledge, and appreciation embodied within the major achievements of civilization.

B. To gain knowledge of and to develop and cherish a commitment to his own national and spiritual heritage and culture, as well as that of other people.

C. To develop intellectually, emotionally, morally, and socially so that problems of everyday living can be successfully attacked and solved.

D. To develop a purpose for living with standards and values which embody honesty, integrity, self-reliance, self-determination, pride, and ambition.

E. To develop a healthy body.

F. To develop intellectual curiosity and creativity.

G. To acquire the basic preparation culminating in salable skills for various vocations, professions, or careers in society.

Revision of Sections V and VI

Three types of secondary schools are discussed below. They are so structured that ultimately a minimal high school program could, if

enrollment and other conditions justified, progress through several stages to regional secondary school status. Economic development--roads, railroads, imports, and industry--will provide the direction and solution to the above assumption.

A. Minimal Secondary School Program (Grades 7--10 or 12). As Alaska communities grow and develop, provisions should be made for secondary educational opportunities for the secondary school student. This is especially necessary in isolated areas where daily transportation to regular secondary schools is not possible or because the expense is not justifiable. This would be considered an interim step to the implementation and building of regular secondary schools. The criteria for the establishment of minimal high schools, operated or supported by the State would include:

B. Criteria for Establishment of Minimal High School Program.

1. A minimum enrollment of 28 students in Grades 7 through 10, or 42 pupils in Grades 7 through 12, supported by a minimum enrollment of 60 students in Grades 1 through 6.

2. The faculty should include a minimum of 4 teachers for the initial 28 students. School Foundation Program criteria should be used in determining the number of additional teaching units for the enrollment over 28 pupils.

3. Minimum secondary facilities, based upon the State standard design, expandable plan, should be constructed where existing space is not adequate. Only academic classrooms will be provided for minimal high school programs. Following completion of the tenth grade (where only the tenth grade is offered) students should transfer to an area school or regional school.

4. The four initial teaching stations and teachers should include:

   (a) Natural and physical science,

   (b) Mathematics,

   (c) Social science,

   (d) Language arts.

   When additional staff members and teaching stations are made available, they should include:

   (e) Home economics, and

   (f) Industrial Arts.

   If a multipurpose room is available, the basic curriculum

should include physical education.

C. Equipment, Materials, and Supplies will be provided as further described.

1. Classrooms, if in existence, must be remodeled to provide flexibility in the instructional program, as well as any classrooms newly constructed must consider the needs of the four basic teachers allowed in these provisions. Teachers are:

(a) Natural and physical science,

(b) Mathematics,

(c) Social science,

(d) Language arts, (and as program develops the addition of):

(e) Home economics,

(f) Industrial arts.

2. All classrooms to be multiple-use classrooms so multiple classes can be taught at the same time.

D. Classes Considered Are:

1. Natural and physical science. General Science can be taught to more than one ability group at one time. Chemistry and Biology or (alternately) Physics, can be taught at one time. The extensive use of film, tape recorders, and other audio-visual aids, as well as programed texts will be valuable in this approach to teaching. The classroom will have perimeter laboratory stations, student desks and individual study centers. The room can also include:

2. Mathematics. General Math and Higher Math can be taught at the same time, with opportunity for advanced work through correspondence or programed materials use.

3. Social science. Traditionally required courses and regular classroom. Many films, wide reading in related literature, art, music.

4. Language arts. The high school program in English will concentrate on three basic purposes:

(a) The continued improvement of basic communication skills--listening, speaking, penmanship, vocabulary building, mechanics of expression, spelling, and speed of reading comprehension. This purpose can be most efficiently achieved through individual study, use of programed materials and personal counseling by the teacher.

(b) Development of the desire and ability to read all types of literature with understanding and appreciation. The relevance of "native" literature and oral traditions should be recognized, as well as the possible irrelevance of much in classical literature. The achievement of this purpose requires a variety of readily available materials, the articulation of the literature program with other subjects (particularly the social studies), an abundance of time for independent reading, and opportunity for group discussion of the meaning and worth of various literary works.

(c) The formulation of significant ideas which students can express effectively both orally and in writing. Sources of these ideally include the personal experiences of students and the content of other subjects (again, especially the social studies). Students need the opportunity to write, to give prepared talks, and to participate in informal group discussion. Teachers need time to read and to criticize what students write and counsel individual students about their respective problems.[1]

In addition to the English program, the high school should provide opportunity for learning foreign languages. These can be learned largely through individual use of programed materials, electronic teaching machines, and independent reading of literature. When several students are studying the same foreign language, they should have the opportunity to converse informally in that language, regardless of differences in achievement levels.

Staffing a foreign language program in the small school might appear to be an unsurmountable problem. Fortunately, two possible solutions are available. One is the employment of a corps of specialists who serve several schools on a rotation basis--the "circuit-teacher" plan. The second solution is based on current evidence which suggests that a broad foreign program does not require a specialist in each language taught. One teacher who is competent in one foreign language, who understands the problems of learning foreign languages, and who has adequate materials and equipment at his disposal, can effectively direct the learning of several languages.

In any event, a comprehensive secondary school will afford the opportunity for all interested students to study a foreign language. Such a program is educationally feasible in the small school.

The English classroom will have chalkboard, a library (school

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[1] Rural Alaskan Schools, Educational Specifications, 1964, Educational Facilities Laboratory.

library), tape recorder, spelling laboratory, listening booths, reading skills equipment, duplicating equipment, and a writing laboratory which will serve for Office Occupations, also. Skills such as Typing, Shorthand, Bookkeeping, and Office Machines can be taught most efficiently through independent study and practice with aid of programed materials and suitable equipment.

5. Home economics. Homemaking room must be a homemaking laboratory, and the single room will include a kitchen area, fitting area, living conference area, work tables, and sewing machines. Teaching beyond basic skils in meal preparation and clothing repair requires the understanding of basic family health and nutrition. The teacher perhaps will be able to teach only one unit at a time, but the advanced students can work independently at the same time as other classes are being held.

6. Industrial arts. General shop can be taught with a minimum of equipment. First year students in different areas of instruction at the same time. More advanced students work on individual projects.

E. Costs. With the flexibility in classroom construction and remodeling, a minimum offering can be provided. Costs will be high because of the low teacher-student ratio and needed equipment.

Individual Program Costs:

1. Natural and physical science.

Teacher	$9,000
Annual supplies	200
Film rental	100
Books (text)	500
Equipment (initial)	5,000
Supervision	400

2. Mathematics.

Teacher	$9,000
Supplies	100
Film rental	100
Books (text)	500
Equipment	1,000
Supervision	400

3. Social science.

Teacher	$9,000
Papers and weekly student newspaper	100
Film rental	300
Books (text)	500
Equipment	1,000
Supervision	400

4. Language arts.

Teacher	$9,000
Subscriptions	100
Books (text)	500
Equipment	5,000
Supervision	400

5. Home economics.

Teacher	$9,000
Subscriptions	100
Books (text)	500
Foods and materials	500
Equipment	5,000
Film rental	100
Supervision	400

6. Industrial arts.

Teacher	$9,000
Subscriptions	100
Books (text)	500
Materials	500
Equipment	5,000
Supervision	400

Total Costs:

Initial

Equipment	$23,000	
Books (text)	3,000	
Books (library)	5,000	
Remodeling	11,000	$42,000

Annual

Teachers salaries	$54,000	
Subscriptions	400	
Supplies	1,300	
Film rental	700	
Supervision	2,400	$58,800

Based on 42 student enrollment--per student initial capital cost for 6 teaching stations:

$42,000 ÷ 42 = $1,000 per student initial cost.

Annual per student cost-- not including heat, lights and maintenance.

$58,000 ÷ 42 = $1,400 per pupil

These costs do not reflect construction of classrooms or living quarters. It is absolutely necessary to consider construction of adequate teacher quarters as a condition of starting a minimal high school. The several surveys indicate that the lack of comfortable living quarters is a reason for high teacher turnover.

A minimal high school location approval should be contingent upon avilability of the following:

1. Sufficient classroom space

2. Adequate teacher's quarters

3. Initial minimum cost of $1,000 per student capital outlay

4. Annual cost of minimum of $1,400 per student.

This would imply an initial first-year cost of $100,800 for each minimal school, dropping to a minimum of $58,800 annual cost thereafter, not including maintenance, heat, power, or services.

F. Criteria for Establishing Area Secondary Schools.

An area secondary school is a regular high school which serves pupils residing outside of the normal limits of the secondary attendance area. (Pupils are usually drawn from periphery elementary schools within a 100-mile radius.) Limited boarding facilities may be provided.

A regional school is a comprehensive secondary school serving an extensive geographic area. Extensive boarding facilities are provided.

1. A minimum enrollment of 110 in Grades 7--12 is recommended. There shall be ample evidence that the school will experience continued growth following establishment.

2. The faculty shall include at least eight full-time teachers and a secondary principal.

3. The school plant should include opportunities for basic subjects, music, home economics, practical arts, physical education, prevocational opportunities (shop, commercial offerings, etc.) and so constructed that additional classrooms including other prevocational and vocational opportunities may be provided.

4. Studies should be made to determine prior to construction of each area secondary school, the feasibility of providing dormitory, domicilary foster home or cottage-type boarding facilities for students from periphery area elementary schools.

5. Area high schools should be equipped, staffed and supplied to

meet Northwest accreditation standards.

G. Comprehensive Regional High Schools (Grades 9--12).

The regional secondary school is a comprehensive high school providing education to youth drawn from an extensive geographic region, who would otherwise be denied an opportunity for a high school education. The usual academic courses will be taught. In addition, the school will provide elective courses including occupational exploratory courses. General education which stresses oral and written expression, reading comprehension, and basic concepts in the field of mathematics and social studies.

Extensive boarding facilities should be a part of or adjacent to the instruction building.

The program will be comprehensive with a major emphasis on vocational curricula supported by basic educational courses presented in a manner designed to complement the vocational education received by the student and to the extent that the student may be eligible to receive a State high school diploma or certificate of course completion.[2]

Comprehensive regional high schools should take into account the availability of job opportunities in Alaska. However, despite the close ties between education and employability, oversimplified solutions to economic problems through education must be avoided. Specialized vocational training cannot dominate the secondary school program without handicapping the employment potential of the students. Employers insist that as minimum requirements, students should be able to express themselves well, read with comprehension, understand instructions, and have a basic understanding in mathematics. Potential employers indicate they would prefer to train their recruits in the specific and technical aspects of their vocation rather than have the schools attempt this task to the sacrifice of basic skills.[3]

As a long-range goal, the comprehensive regional high schools should consider post-graduate education and training to prepare rural residents for employment with the U. S. Air Force, the Federal Aviation Agency, the Bureau of Indian Affairs, the U. S. Public Health Service, the State of Alaska, and private business. The highly successful RCA program developed to give high school graduates 18 months of technical training to prepare them for electronic specialist positions is illustrative of the possibilities to choose academic courses leading to college and professional employment.

Comprehensive regional high schools with a minimum enrollment of 300

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2 State Board of Vocational Education minutes, November, 1965, page 14.

3 Constance F. Griffith, "The Need for Vocational Education in Alaska," (unpublished research study, University of Alaska, 1962), pages 124--126.

pupils should be established to provide educational opportunities for pupils residing in communities where limited or no secondary programs are available. Advantages include:

1. An increased opportunity for pupils to attend school close to their home villages.

2. An opportunity for rural school children to attend an accredited secondary school with a curriculum sufficiently broad to provide for a wide variety of talents and abilities.

3. An enriched high school curriculum which can be developed on boarding school campuses and in adjacent urban centers but not in isolated villages.

Under no curcumstances should a child be required to leave his family against the wishes of his parents. Where local secondary programs are not available, correspondence courses should be provided as an alternative, but with the understanding by parents and children that such studies cannot provide the opportunities for social and cultural development found in larger and more urban high schools.

H. Criteria for Establishing Regional Boarding High Schools.

1. In order to provide a broad curriculum including sufficient electives for the nonacademically and academically-inclined student, a minimum enrollment of 300 students is necessary.

2. Where practicable, students should enroll in the regional high school nearest their homes, but schools should be open to all eligible children of the State.

3. Costs of construction and shipping must be taken into consideration so that the best school plant facilities can be obtained for the amounts expended.

4. The school should be located so that it is easily accessible to students and members of the professional staff. This criterion implies a location near a major transportation hub.

5. Wherever possible, existing school facilites should be utilized for regional boarding high schools.

6. Adequacy of existing community facilities such as water, sewers, and fire protection should be taken into account in determining school centers and sites.

7. The community should have a sense of responsibility and indicate active support for the youth residing in the community and for those students brought into the school from adjoining villages.

8. Consideration should be given to employment and cultural opportunities. The school should not be an isolated entity but

should be a true community school. It is essential that a free interchange of activities between the school and the community be encouraged.

The organized districts should operate those boarding schools located within their boundaries. The State or the Bureau of Indian Affairs would reimburse the school district for the cost of educating the non-district students.

Representatives from the State Department of Education and the Bureau of Indian Affairs should make concerted efforts to insure that boarding school space is utilized effectively. Applicants for admission to any boarding school should be screened by officials from both agencies to help insure placement of students in schools nearest their homes (assuming space availability) and in schools providing programs most appropriate for a particular student in light of his abilities and interests.

II. LOCATION OF PRESENT SECONDARY SCHOOLS FOR RURAL ALASKAN YOUTH.

Exhibits I and II identify State and city-district operated secondary schools giving projected enrollment in Grades 7, 8, and 9--12 for 1967-68. A 4 per cent growth or in-migration factor has been used to give a total projected enrollment Grades 7--12 for school year 1967-68. It should be noted that all existing State-operated secondary schools qualify for minimal high school programs with Bethel, Delta Junction, Glennallen and Metlakatla meeting the criteria for regular high schools. This point is made only to suggest that the State's present program for secondary schools does not differ greatly from the criteria established in this paper. (Practice is sometimes the best policy.)

It should also be noted that 6 of the 22 city-district schools would not qualify as regular secondary schools (Grades 7--12) in that the total 7--12 enrollment is less than 110. All but one school does qualify for a minimal high school program.

III. POTENTIAL SECONDARY CENTERS.

A. Minimal High School Programs.

Exhibit IV lists present elementary schools operated by the State which should be examined in more depth to determine high school needs. Without enrollment figures for Grades 9--12, the total number of students in Grades 5--8 was used to determine assumptions stated below. Further on-site study should be initiated prior to making final decision to establish a secondary school.

If the criteria of a minimum of 60 students in Grades 1--6 is used, eight schools presently qualify for a minimal high school program. The second list of schools in Exhibit IV all have less than the required 60 students in Grades 1--6 to be considered for a minimal high school program. Large increases in primary grade enrollments

could change the position of these areas to qualify for minimal high school programs.

B. Regular Secondary Schools Grades 7--12).

A more careful analysis should be made in the Angoon area. The elementary enrollment averages 18 per grade. If the same average holds true for Grades 9--12, there would be a potential 7--12 enrollment of 108 which may justify the establishment of a regular secondary school.

Exhibit V identifies city-district and Johnson-O'Malley schools which show promise as secondary schools. Further research and study is essential prior to making decisions.

Bureau of Indian Affairs day schools should be considered for potential secondary schools. Present elementary enrollments in Chevak, Emmonak, Gambell, Kwigillingok, Noorvik, Quinhak, Point Hope, and Togiak indicates a need for minimal high school programs or regular secondary schools (Grades 7--12). It should be noted in Exhibit VI that the Bureau of Indian Affairs has initiated some secondary educational opportunities at five of their day school operations. This is in addition to senior high school at Kotzebue.

IV. PROPOSED RECOMMENDATIONS FOR RURAL HIGH SCHOOL RESEARCH, PLANNING AND IMPLEMENTATION.

On the assumption that the foregoing report is acceptable in principle to all concerned with secondary education in rural Alaska, the following steps must be approved to insure timely progress in the implementation of high school educational opportunities for all of Alaska's rural youth:

Bristol Bay Borough High School--Area secondary school (Grades 7--12)
Encourage and assist borough with present plans for new high school and dormitory facilities.

Glennallen--Area secondary school (Grades 7--12)
Full implementation with limited boarding facilities.

Fort Yukon--Research and study to determine feasibility of establishment of area secondary school (Grades 7--12). This school should be operated in conjunction with the University Educational Research Center.

Tok Junction--Area secondary school (Grades 7--12)
Full implementation with limited boarding facilities to serve Northway, Tanacross, Dot Lake and Tetlin.

Bethel--Begin immediately to plan for large regional high school of 450 to 500 students to be built in two stages: capacity of 250 to be completed by fall of 1968 with second phase completed in fall of 1969.

Funding:

1. $1,600,000 authorization by the 1966 Legislature. (Chapter 121, SLA 1966.)

2. Estimated $1,200,000 from the bond issue for regional high schools. (Chapter 168, SLA 1966.)

Fairbanks--Develop project proposal for Arctic Research Center at College, Alaska for Federal or foundation funding for a five-year period including facility and operational costs of center.

Initate work on regional high school at Fairbanks to be operated by Arctic Research Center in cooperation with State Department of Education. The first phase should be a 250- to 300-student facility with boarding facilities to accommodate 150 nonresident students to be completed by the fall of 1970. Additional phases to be determined as plans progress. The ultimate goal should be a comprehensive regional high school with vocational offerings to accommodate a minimum of 600 and a maximum of 900 students. Boarding facilities are set at a minimum of 300 and a maximum of 450. Future expansion to be determined by operational experience.

Nome--Hopefully the Nome District can match on a one-to-two basis the present State bond authorization of $2,000,000 to add to classroom facilities to the present Beltz structure. Should this materialize, work on the addition and construction of 150 additional boarding facilities should be accomplished with haste. Recommended a maximum of 300-student boarding facilities and 600 to 650 classroom structure until operational experience proves otherwise.

Kodiak--Bureau of Indian Affairs to proceed with present plans including second phase of physical education building, $200,000; a heated swimming pool, six new work-space buildings, a new warehouse; plus completing the rehabilitation of all existing facilities, streets and sidewalks.

Yakutat--Establish minimal high school program combining city and airport schools. The 1966-67 combined enrollment is approximately 110 pupils. This number could generate a potential secondary enrollment (Grades 7--12) of 78 pupils.

Nondalton--Establish minimal secondary program (Grades 7--10) Nondalton currently has 84 elementary pupils, which could generate 40 secondary pupils in Grades 7--10.

Aniak--Establish minimal secondary program (Grades 7--10) Aniak has 88 pupils enrolled, with a potential for 40--53 secondary pupils.

Healy-Suntrana-Usibelli--The Healy mine-mouth generator is the center of the Healy-Suntrana-Usibelli School complex. The existing schools have one room each and house 29 elementary pupils. Approximately 40 familites are expected to be related to the generator facility when

it reaches its full development. All schools should be consolidated and one educational program extended to the twelfth grade.

Dillingham--Dillingham (a city school district) could serve as an area for periphery villages. Possibly a boarding facility for 25 pupils should be constructed.

McGrath--Provide additional facilities to improve existing minimal secondary program.

Sand Point--Establish minimal program in 1969 in conjunction with the new facilities now in design status.

Planning and Funding.

Work should be initiated immediately if the goal for providing more adequate programs and facilities are to be accomplished. Trips to the U. S. Office of Education in Washington, D. C. to review Federal funding possibilities, writing original proposal for Arctic Research Center, write curriculum programs for new area secondary schools, planning for domiciliary facilities at Tok and Glennallen, liaison work with the University of Alaska, and work with architects to adjust program to facility, are only a few of the tasks that face the Department immediately. Some of the work can be accomplished by the present staff. Beginning in July, 1967 it is estimated that an additional $45,000 will be needed for a two-year period or until the Arctic Research Center is in operation at which time the center would carry on with the efforts. It would be expected that some of the personnel involved with the initial planning would become a part of the center.

SUMMARY OF NEED FOR ADDITIONAL SECONDARY SCHOOLS (BOARDING AND LOCAL SCHOOLS).

Number of pupils in State rural schools who do not have access to "local" secondary programs--1965-66 (excludes all rural schools with secondary schools or schools which have access to secondary schools):

Eighth grade pupils	199

Number of pupils in district schools who do not have access to "local" secondary programs--1965-66 (excludes all borough "rural" schools):

Eighth grade pupils	25

Number of pupils in Bureau of Indian Affairs schools who do not have access to "local" secondary programs--1965-66 (excludes Barrow, Unalakleet, and Kotzebue):

Eighth grade pupils	368
	592

Using rounded figures, approximately 600 pupils complete the eighth grade annually who do not have immediate access to a secondary program. Over a period of four years, approximately 2,400 secondary pupils are generated. (This does not take into consideration normal pupil increases now in the

elementary grades, which will certainly increase the potential.)

The capacity to house these pupils in existing boarding schools is:

Wrangell, ninth grade	50
Mt. Edgecumbe	700
Beltz School	150
Boarding project	100
	1,000

This means a minimum "apparent" difference in capacity of approximately 1,400 pupil slots exists. By 1970, upon the completion of the Kodiak Regional School (150 boarding capacity), and the Mt. Edgecumbe Addition (300 pupil boarding capacity) this "apparent" gap could be reduced to 950 pupils.

The gap could be further reduced if local high schools, or minimum secondary programs, were established at the following locations:

State Schools:	Nondalton	30
	Yakutat	32
	Aniak	32
	Healy-Suntrana-Usibelli	32
		126
Bureau of Indian Affairs Schools:	Chevak	60
	Emonak	45
	Galena	45
	Hooper Bay	60
	Kwigillingok	60
	Noorvik	60
	Quinhak	45
	Point Hope	40
		415

If, in addition to the above, boarding facilities were provided at the following locations, the State would have capacity to house all potential secondary pupils:

Bristol Bay	40
Bethel	260
Fairbanks (University)	150
Dillingham	50
Glennallen	25
Tok	25
	550

State of Alaska
DEPARTMENT OF EDUCATION

March 1, 1967

EXHIBIT #I

Secondary Schools
State Operated

Location	Total Enrollment, 1966-67	Secondary 7 and 8	(Projected) 9--12	1967-68 Total	In-migration Factor + 4%
Beltz Vocational	178	NA	180	180	187
Bethel	661	97	176	273	284
Delta Junction	295	50	97	147	153
Fort Yukon	148	28	42	78	81
Glennallen	226	37	85	122	127
McGrath	81	12	25	37	38
Metlakatla	357	52	105	157	163
Tanana	133	18	35	53	55
Thorne Bay	107	21	27	48	50
Tok	168	26	47	73	76

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EXHIBIT #II

Secondary Enrollment
City or District Operated

Location	Total Enrollment, 1966-67	Secondary 7 and 8	(Projected) 9--12	1967-68 Total	In-migration Factor + 4%
Anchorage	21,327	3,431	5,920	9,351	9,725
Bristol Bay	192	29	35	61	63
Cordova	517	90	136	226	235
Craig	84	16	27	43	45
Dillingham	269	48	83	131	136
Fairbanks	7,017	1,068	1,861	2,929	3,046
Haines	318	60	85	145	150
Hoonah	283	45	74	119	124
Juneau	3,473	477	929	1,406	1,462
Kake	173	27	58	85	88
Kenai	3,178	576	924	1,500	1,560
Ketchikan	2,627	397	713	1,110	1,154
Kodiak	1,755	269	443	712	740
Matanuska-Susitna	1,662	306	513	819	852
Nenana	188	36	55	91	95
Nome	762	145	208	353	367
Pelican	27	5	4	9	9
Petersburg	599	99	167	266	277
Sitka	1,673	146	424	570	593
Skagway	188	33	46	79	82
Valdez	255	22	64	86	89
Wrangell	541	83	142	225	234

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EXHIBIT #III

Secondary Schools Operated by
Bureau of Indian Affairs

Location	School	Grades	Enrollment
Wrangell	Wrangell Institute	1--9	245*
Sitka	Mt Edgecumbe	9--12	619
Kotzebue	Kotzebue	1--9	454
Kansas	Haskell Institute	post high 2 years	101
Oklahoma	Chilocco	9--12	167
Oregon	Chemawa	8--12	669

* Plans include phasing out elementary school to become ungraded junior high school.

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EXHIBIT #IV

Potential Secondary Schools
State Operated

Enrollments of 56 or More in Grades 1--8

Location	Number Enrolled in Elementary Grades 1966-67								
	1	2	3	4	5	6	7	8	Total
Anderson Village	8	9	7	14	6	9	4	6	63
Angoon	28	18	17	22	15	18	9	16	143
Aniak	20	14	12	9	7	11	8	6	87
Annette	26	19	10	14	8	7	3	13	100
Sand Point	10	11	15	6	10	9	4	6	71
Teller	16	8	8	8	14	6	6	2	68
Yakutat (Airport)	10	12	6	6	4	8	6	2	54
*Yakutat (City Schools)	2	4	5	4	5	5	5	4	34
St. Paul (Fish and Wildlife)	26	6	8	7	16	21	8	8	100

Enrollments of 40 to 55, Grades 1--8

Aleknagik	7	7	6	3	4	7	5	5	44
Allakaket	9	4	4	7	4	3	8	3	42
Ambler	8	4	4	9	3	9	5	8	50
Fortuna Ledge	5	6	7	4	3	5	9	3	42
Northway (Airport)	7	7	5	10	8	4	2	5	48
Ruby	6	4	9	7	3	6	5	8	48

* Yakutat City Schools enrollment is of the first week of school.

State of Alaska
DEPARTMENT OF EDUCATION

March 1, 1967

EXHIBIT #V

Potential Secondary Schools

City or District Operated

Location	Number Enrolled in Elementary Grades 1966-67								
	1	2	3	4	5	6	7	8	Total
Hydaburg	8	6	6	3	4	6	8	8	49
King Cove	13	13	9	7	5	8	5	6	66
Klawock	10	3	4	7	8	5	4	8	49
Yakutat	(See Exhibit #IV)								

Johnson-O'Malley

Egegik	14	5	5	10	8	2	7	3	54
Newhalen	10	9	3	7	1	5	3	7	45
Nondalton	16	9	16	10	10	10	8	6	85

State of Alaska
DEPARTMENT OF EDUCATION

March 1, 1967

EXHIBIT #VI

Potential Secondary Schools
Bureau of Indian Affairs

Location	Total Enrollment
Akiachak	68
Alakanak	88
Barrow	526*
Chevak	141
Eek	56
Emmonak	117
Galena	116*
Gambell	110
Hooper Bay	192*
Kaltag	70
Kasigluk	69
Kiana	86
Kipnuk	87
Kwethluk	114
Kwigillingok	113
Mekoryuk	98
Mountain Village	98
Napakiak	77
Newtok	58
Noorvik	156
Nunapitchuk	122**
Pilot Station	84
Point Hope	102
Quinhagak	76
Savoonga	103
Scammon Bay	56
Selawik	115
Shageluk	56
Shaktoolik	59
Snishmaref	70
Stebbins	56
Togiak	126
Tooksook Bay	58
Tununak	68
Unalakleet	161*
Wainwright	86

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* Includes Grades 1--10
** Includes Grades 1--11